

## Lake Forest Elementary

16 Berkshire Avenue  
Greenville, South Carolina 29615

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	735 Students	
<b>Principal</b>	Cynthia Coggins	864-355-4000
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Charles J. Saylor	864-268-3128

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	27	66	4	0

## IMPROVEMENT RATING

## AVERAGE

## ADEQUATE YEARLY PROGRESS

## NO

This school met 19 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Average	Average	No
<b>2005</b>	Good	Below Average	No
<b>2006</b>	Average	Average	No

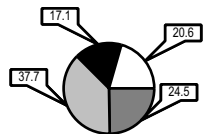
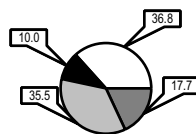
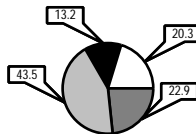
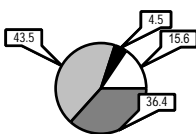
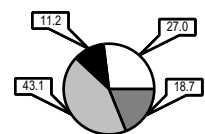
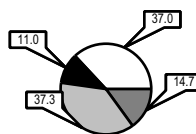
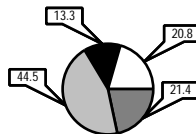
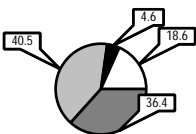
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	339	87.6	11.4	43.8	39.7	5.1	57.7	Yes	No
<b>Gender</b>									
Male	174	81.6	16.7	43.9	34.8	4.5	53.0	N/A	N/A
Female	165	93.9	6.4	43.6	44.3	5.7	62.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	160	90.6	6.6	36.0	50.0	7.4	69.1	Yes	Yes
African American	104	76.9	20.3	56.5	21.7	1.4	37.7	Yes	No
Asian/Pacific Islander	24	100.0	12.5	45.8	37.5	4.2	58.3	I/S	I/S
Hispanic	44	93.2	13.5	54.1	27.0	5.4	45.9	I/S	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	262	98.9	8.4	42.7	43.1	5.9	61.9	N/A	N/A
Disabled	77	49.4	33.3	51.5	15.2	0.0	27.3	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	339	87.6	11.4	43.8	39.7	5.1	57.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	59	100.0	16.4	49.1	30.9	3.6	47.3	Yes	Yes
Non-Limited English Proficient	280	85.0	10.1	42.4	41.9	5.5	60.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	188	82.4	19.1	52.9	24.3	3.7	40.4	Yes	No
Full-pay meals	151	94.0	3.7	34.6	55.1	6.6	75.0	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	339	90.6	14.3	45.7	25.4	14.6	55.4	Yes	Yes
<b>Gender</b>									
Male	174	85.6	13.9	47.4	24.1	14.6	54.0	N/A	N/A
Female	165	95.8	14.7	44.1	26.6	14.7	56.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	160	93.1	5.0	36.7	37.4	20.9	73.4	Yes	Yes
African American	104	81.7	32.9	53.4	8.2	5.5	24.7	Yes	No
Asian/Pacific Islander	24	100.0	4.2	62.5	20.8	12.5	50.0	I/S	I/S
Hispanic	44	95.5	21.1	55.3	18.4	5.3	44.7	I/S	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	262	99.2	10.0	46.3	27.1	16.7	58.3	N/A	N/A
Disabled	77	61.0	40.0	42.5	15.0	2.5	37.5	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	339	90.6	14.3	45.7	25.4	14.6	55.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	59	100.0	14.5	58.2	16.4	10.9	45.5	Yes	Yes
Non-Limited English Proficient	280	88.6	14.2	42.7	27.6	15.6	57.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	188	87.2	22.4	56.6	16.1	4.9	35.0	Yes	Yes
Full-pay meals	151	94.7	5.8	34.3	35.0	24.8	76.6	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	339	99.4	36.5	35.5	17.9	10.1	28.0
<b>Gender</b>							
Male	174	98.9	38.2	34.4	17.8	9.6	27.4
Female	165	100.0	34.7	36.7	18.0	10.7	28.7
<b>Racial/Ethnic Group</b>							
White	160	99.4	20.3	37.8	27.7	14.2	41.9
African American	104	99.0	66.3	25.8	2.2	5.6	7.9
Asian/Pacific Islander	24	100.0	29.2	50.0	12.5	8.3	20.8
Hispanic	44	100.0	40.0	42.5	10.0	7.5	17.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	262	99.2	25.8	40.4	21.3	12.5	33.8
Disabled	77	100.0	74.6	17.9	6.0	1.5	7.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	339	99.4	36.5	35.5	17.9	10.1	28.0
<b>English Proficiency</b>							
Limited English Proficient	59	100.0	38.2	41.8	12.7	7.3	20.0
Non-Limited English Proficient	280	99.3	36.1	34.1	19.0	10.7	29.8
<b>Socio-Economic Status</b>							
Subsidized meals	188	99.5	53.0	32.3	10.4	4.3	14.6
Full-pay meals	151	99.3	17.5	39.2	26.6	16.8	43.4

<b>Social Studies</b>							
All Students	339	99.4	19.9	38.1	24.8	17.3	42.0
<b>Gender</b>							
Male	174	98.9	26.1	33.1	24.8	15.9	40.8
Female	165	100.0	13.3	43.3	24.7	18.7	43.3
<b>Racial/Ethnic Group</b>							
White	160	99.4	13.5	34.5	27.0	25.0	52.0
African American	104	99.0	32.6	42.7	18.0	6.7	24.7
Asian/Pacific Islander	24	100.0	12.5	45.8	25.0	16.7	41.7
Hispanic	44	100.0	22.5	37.5	25.0	15.0	40.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	262	99.2	10.4	38.8	29.2	21.7	50.8
Disabled	77	100.0	53.7	35.8	9.0	1.5	10.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	339	99.4	19.9	38.1	24.8	17.3	42.0
<b>English Proficiency</b>							
Limited English Proficient	59	100.0	18.2	45.5	25.5	10.9	36.4
Non-Limited English Proficient	280	99.3	20.2	36.5	24.6	18.7	43.3
<b>Socio-Economic Status</b>							
Subsidized meals	188	99.5	31.7	43.9	17.7	6.7	24.4
Full-pay meals	151	99.3	6.3	31.5	32.9	29.4	62.2

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	116	99.1	5.6	30.8	53.3	10.3	63.6
	4	116	100.0	25.7	38.6	33.7	2.0	35.6
	5	104	100.0	27.7	46.8	25.5	0.0	25.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	110	88.2	15.1	40.9	37.6	6.5	44.1
	4	123	85.4	6.7	40.0	46.7	6.7	53.3
	5	106	89.6	12.4	50.6	34.8	2.2	37.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	116	99.1	10.3	51.4	27.1	11.2	38.3
	4	116	100.0	27.7	36.6	29.7	5.9	35.6
	5	104	100.0	21.3	42.6	21.3	14.9	36.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	110	93.6	15.3	57.1	19.4	8.2	27.6
	4	123	87.8	9.8	33.7	30.4	26.1	56.5
	5	106	90.6	17.8	45.6	26.7	10.0	36.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	116	99.1	29.9	44.9	21.5	3.7	25.2
	4	116	99.1	39.6	31.7	21.8	6.9	28.7
	5	104	100.0	47.3	31.2	12.9	8.6	21.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	110	100.0	44.7	35.9	17.5	1.9	19.4
	4	123	99.2	26.7	36.2	21.0	16.2	37.1
	5	106	99.1	38.4	34.3	15.2	12.1	27.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	116	99.1	8.4	49.5	31.8	10.3	42.1
	4	115	99.1	24.0	42.0	29.0	5.0	34.0
	5	104	100.0	26.9	47.3	15.1	10.8	25.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	110	100.0	12.6	49.5	28.2	9.7	37.9
	4	123	99.2	20.0	28.6	29.5	21.9	51.4
	5	106	99.1	27.3	36.4	16.2	20.2	36.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 735)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 92.4%	100.0%	100.0%
Retention rate	0.9%	Down from 2.1%	2.7%	2.8%
Attendance rate	96.7%	Up from 96.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.2%	Up from 9.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	8.9%	Up from 7.5%	0.0%	0.0%
Eligible for gifted and talented	9.7%	Down from 11.3%	11.0%	10.4%
On academic plans	31.2%	N/AV	37.3%	33.6%
On academic probation	1.8%	N/AV	3.6%	1.0%
With disabilities other than speech	14.8%	Down from 14.9%	8.3%	7.5%
Older than usual for grade	0.3%	Up from 0.1%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
<b>Teachers (n= 46)</b>				
Teachers with advanced degrees	60.9%	Down from 61.7%	54.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.3%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	2.3%	Down from 4.4%	0.0%	0.0%
Teachers returning from previous year	87.0%	Down from 87.7%	88.5%	87.3%
Teacher attendance rate	94.2%	Up from 93.4%	94.8%	94.9%
Average teacher salary	\$41,752	Up 3.9%	\$42,518	\$42,485
Prof. development days/teacher	8.8 days	Down from 11.2 days	13.9 days	13.3 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 19.5 to 1	18.3 to 1	18.6 to 1
Prime instructional time	89.4%	Up from 88.2%	89.5%	89.7%
Dollars spent per pupil*	\$5,774	Up 13.5%	\$6,364	\$6,557
Percent of expenditures for teacher salaries*	66.7%	Up from 65.1%	63.7%	64.0%
Percent of expenditures for instruction*	70.1%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Lake Forest is a suburban school with students from various cultures that reflect our theme, A Community of Nations. We take pride in our high-achieving, child-centered elementary school. Our successes come from a talented and nurturing staff, committed administration, and an active, supportive PTA, SIC, and community. Our mission is to equip each child with skills to achieve his/her full potential by providing opportunities that promote achievement and excellence through a partnership with home, school and community.

Our school offers a variety of programs during the year. Activities are designed to promote students' academic, social, and emotional wellbeing. We use a challenging, standards-based curriculum to develop a community of responsible citizens and lifelong learners. Core academic subjects are given special emphasis. Students performing below grade level are identified to receive special assistance. A summer school program has allowed students in grades 3-5 to receive reading and math instruction. For 2006-2007 we will implement after-school tutoring for students in grades 3-5. Students achieving at higher levels participate in programs for the academically gifted. Artistically talented students participate in district level programs. After school daycare programs continue to be popular at Lake Forest. We offer a structured program with a wide variety of activities for participants. As a TESOL (Teaching English to Speakers of Other Languages) school we continue providing professional development to assist teachers in reaching our diverse student population and their families. We encourage parent and community participation in all aspects of our school to truly be a community school for our children.

During the 2004-2005 year Lake Forest began training faculty in implementation of the Baldrige Quality Tools Process. By the end of the 2006-2007 school year all teachers will be fully trained. Activities have been designed for use in all classrooms so that students are aware of goal setting and achievement. Implementation of these Quality Tools is evident throughout the school. Lake Forest continues to strive for improved educational opportunities for every student, increased test scores, and achievement of excellence at every level.

Cynthia Coggins, Principal  
Pam Attaway, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	51	88	63
Percent satisfied with learning environment	94.1%	83.0%	96.8%
Percent satisfied with social and physical environment	96.0%	80.7%	95.2%
Percent satisfied with school-home relations	84.3%	86.4%	87.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.